Getting teachers to actively seek out your expertise is extremely difficult at the secondary level. I am in close contact with many teachers and they are open to suggestions, but are resistant to my coming into their room to demonstrate or model any lessons strategies. I have given many private lessons and suggestions and do not know how to log those few minutes conferring in the hallways where teachers approach me and ask for assistance or a strategy for a certain type of reading. I have made many contacts in this manner that I do not know how to justify or log them for my practicum.

On the other hand, the teacher with whom I am working with at the elementary level in my own district is extremely open to suggestions and welcomes me at any time I wish to observe or discuss anything. She has already utilized a few of the suggestions I made prior to the start of the semester and has had success. The last visit I suggested she utilize a tape recorder for students to record their reading from the Houghton Mifflin series being used at her school. Then the students can listen to either their own rendition or another student reading and follow along with the text. Another suggestion was to have the stronger readers pair up with those who are not as strong so that they can hear “proper” reading. Having strong readers record for other students to review was another suggestion that she is taking to heart. She even went out and purchased several tape recorders specifically for this purpose.

The conference that I attended for the Adams and Franklin County Literacy Coaches was WONDERFUL! It was so nice to be able to talk to other reading specialists and discuss how we make change and how to approach those teachers who are not approachable. They had some amazing suggestions and I know I shared some suggestions of my own that people wrote down. I am attending a Reading Specialist meeting at my own school district on October 7th that I FINALLY was invited to. I am finding it more frustrating to work with my own district than other districts! Just to be able to go to this meeting of Literacy Coaches took 2 weeks to convince my administration of the pertinence! Being invited to MY OWN DISTRICTS reading specialists meeting has taken even longer – I just got permission to attend FRIDAY!!!!!!!!! I am meeting up with a lot of resistance in my district; however, they somehow think I should be able to acquire my certification without this!

My meeting with the Upper Adams crew was great. We discussed the validity of the DRA’s and how the information derived from same is utilized within the classroom. Brenda (the literacy coach) and I shared resources such as books and professional books to share with others. Again, since this was an informal meeting I am not sure how to validate this in my portfolio.

This coming week will be busy. I will be meeting with the Upper Adams crew on Wednesday at the end of school, Thursday will be my book club meeting, and Friday is a ½ day where the afternoon will be filled with discussing 4Sight results with the English Department and how to best utilize these findings. I am still unsure if I will be talking to the department as a whole or individual teachers. The later would make more sense and the strategies could be tailored for each class rather than the department as a whole.

Another validation that I’m not sure how to place in my portfolio is the daily modeling of warm up activities that I do in my co-taught English class. HELP!

This reflection is finding me frustrated at this point. I do have a variety of good things happening – even a math teacher has asked me for my support in her room for vocabulary development and review for all students with a focus on her special education students.